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COUNSELING SERVICE PROGRAM DESIGN PERSONAL BASED PERSONAL PROBLEMS CLASS XI STUDENTS AT SMA N 1 SILAUT SOUTH COAST DISTRICT

RANCANGAN PROGRAM PELAYANAN KONSELING PERORANGAN BERBASIS PERMASALAHAN KEPRIBADIAN PESERTA DIDIK KELAS XI DI SMA N 1 SILAUT KABUPATEN PESISIR SELATAN

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Abstract

This research is motivated by the presence of students who have personality problems in SMA N 1 Silaut, Pesisir Selatan Regency. The objectives of the study were 2, namely: 1) Describing the personality problems of students at SMA N 1 Silaut. 2) Designing an individual counseling service program based on personality problems. This type of research uses quantitative methods. The population in this study were students of class XI, amounting to 103 students. The technique for sampling was cluster random sampling, the study sample was 51 students. This study used a questionnaire instrument and data analysis used was the interval score and percentage.The results of this study revealed that: 1) the student's personality problems were in sufficient criteria 2) the researcher made a Plan of Individual Counseling Service Program. The results of this study are recommended to students in order to avoid personality problems that can harm themselves and others as well as guidance and counseling teachers who are able to provide services to students who have personality problems.

Keywords: Personality Problems, Students, Individual Counseling

Abstract

Penelitian ini dilatarbelakangi karena adanya peserta didik yang memiliki permasalahan kepribadian di SMA N 1 Silaut Kabupaten Pesisir Selatan. Tujuan dari penelitian ada 2 yaitu: 1) Mendeskripsikan permasalahan kepribadian peserta didik di SMA N 1 Silaut. 2) Membuat rancangan program pelayanan konseling perorangan berdasarkan permasalahan kepribadian.Jenis penelitian ini menggunakan metode kuantitatif. Populasi dalam penelitian adalah peserta didik kelas XI yang berjumlah 103 peserta didik. Teknik untuk pengambilan sampel adalah teknik cluster random sampling, sampel penelitian berjumlah 51 peserta didik. Penelitian ini menggunakan instrumen angket dan analisis data yang digunakan adalah interval skor dan persentase.Hasil penelitian ini mengungkapkan bahwa: 1) permasalahan kepribadian peserta didik berada pada kriteria cukup 2) peneliti membuat suatu Rancanagn Program Pelayanan Konseling Perorangan . Hasil penelitian ini direkomendasikan kepada peserta didik agar dapat menghindari permasalahan kepribadian yang dapat merugikan diri sendiri dan orang lain serta guru bimbingan dan konseling mampu memberikan layanan kepada peserta didik yang mempunyai permasalahan kepribadian.
Kata kunci: Permasalahan Kepribadian, Peserta Didik, Konseling Individual

1. INTRODUCTION

High school age which has a vulnerable age of 15-18 years can be said to be a period of transition from childhood to adulthood or what we are more often familiar with as adolescence. Adolescence is a stage of transition towards a higher status, namely adult status. According to Freud (Putro, 2017: 25) adolescence occurs a process of development of changes related to psychosexual development as well as changes in relationships with parents and ideals. According to Sjarkawi (Chailsyah, 2012: 1) personality is the nature and behavior of a person that differentiates himself from others and personality can be seen from interests, encouragement, gestures and social behavior patterns. Alwisol's view (Hasanah, 2015: 111) personality is all the characteristics of a person that results in a persistent pattern in responding to a situation as well as typical patterns of thoughts, feelings and behavior that differentiate people from one another and are manifested in changing one's life as a whole. individual, unique, and his ability to survive, unlock, and gain experience.

According to Jung (Alwisol, 2007: 47) attitudes and functions that describe some of the personalities that humans have. Jung developed a theory in the psychoanalytic method and used the type paradigm in the concept of attitude and function. Of the total combination of attitudes (extraversion and introversion) with the functions of thought, feeling, sensing, and intuition, eight types of human beings will be obtained, namely the type of extraversion-thought, extraversion-feeling, extraversion-sensing, extraversion-intuition, introversion-thinking, introversion. -feelings, introversion-sensing, and intuition-intuition. Based on the above opinion, it can be concluded that personality is the nature and behavior of a person that differentiates himself from others. Personality can be divided into two, namely extravers and introversion. Extravers are individuals who involve a lot of interaction or conversation. Meanwhile, introversion is an individual who is considered more reserved and usually has shame. Arsaudi (2017: 17) states that a person's ability to express opinions is closely related to an individual's personality, where a person's personality is related to what other people perceive or respond to based on their experience and knowledge, because what is expressed determines the opinions of others on an individual's personality. Individuals who cannot express their opinions will cause personality problems and can hinder their learning process, so they need help in alleviating personality problems faced through individual counseling.

According to Husni (2017: 63) counseling is a process of a person's relationship with other people, where a person is assisted by experts to improve their ability to deal with problems. According to Sofyan (Husni, 2017: 63) individual counseling is a meeting between the counselor and a client individually to provide assistance in developing the client's personal and the client can anticipate the problems that are being faced. According to Willis (Erawati, 2015: 48) individual counseling is assistance provided by a counselor to a student with the aim of

developing students' abilities, being able to solve their own problems, and being able to adjust themselves positively. In line with Nurihsan's (2007: 10) opinion regarding individual counseling services is a counseling service carried out by a counselor to a client in designing the client's personal problem alleviation. Based on observations made by researchers on February 24, 2020 at SMA N 1 Silaut, there were problems with students, namely the presence of students who had an arrogant nature in juniors, students who appeared awkward at the appearance of papers, there were students who were alone and took distance from other people, there are students who find it difficult to adjust to new environments, there are students who are quiet with classmates, there are students who do not want to give in when arguing. While the interviews that the researchers conducted on March 16, 2020 with the homeroom teacher, the problems of the students above indeed often occur and there are students who are leaders in groups, there are students who have changing interests in taking majors, there are students who are not friendly to the teacher, and there are students who are not active while studying in the school environment at SMA N 1 Silaut, with this research it can be helped to solve problems experienced by students.

2. METHODS

This research was conducted in February 2021 at SMA N 1 Silaut. Researchers will conduct research in this school based on observations and interviews that researchers have conducted, it is found that there are students who have personality problems. The population in this study included 103 students at SMA N 1 Silaut. The sampling technique used by researchers is cluster random sampling, where the researcher examines the entire cluster, not the individuals from each group. So, the number of samples in this study was 51 students. This research uses a quantitative descriptive research approach. The data collection technique uses a questionnaire in the form of a questionnaire.

In this study, the data sources used were primary data and secondary data, namely:

1. Primary data is data used or collected directly in the field from the original source by the person conducting the research. Primary data is called the number of original data because it is obtained directly from the field. The research data is in the form of data obtained from students of class XI at SMA N 1 Silaut.
2. Secondary data is data obtained or collected by researchers from existing sources, this data is also called available data. This data is usually used to complement primary data.

According to Arikunto (2006: 129) that the source of data in research is the subject from which data can be obtained. So if the researcher uses a questionnaire or questionnaire in data collection, then the data source or what is often called the respondent in this study is none other than the XI class students at SMA N 1 Silaut who were involved in the sample in this study.

3. RESULTS AND DISCUSSION

Based on the data obtained from the distribution of questionnaires as many as 47 statement items to 51 respondents, a description of the general description of the personality problems of class XI students at SMA N 1 Silaut, Pesisir Selatan Regency is obtained, as follows:

Table 1. Frequency Distribution and Score Category of Personality Problems

Classification	Category	F	%
≥200	Very high	0	0,00
162-199	High	3	5,88

124-161	High enough	48	94,12
86-123	Low	0	0,00
≤ 85	Very low	0	0,00
	∑	51	100,00

Source: Processed data

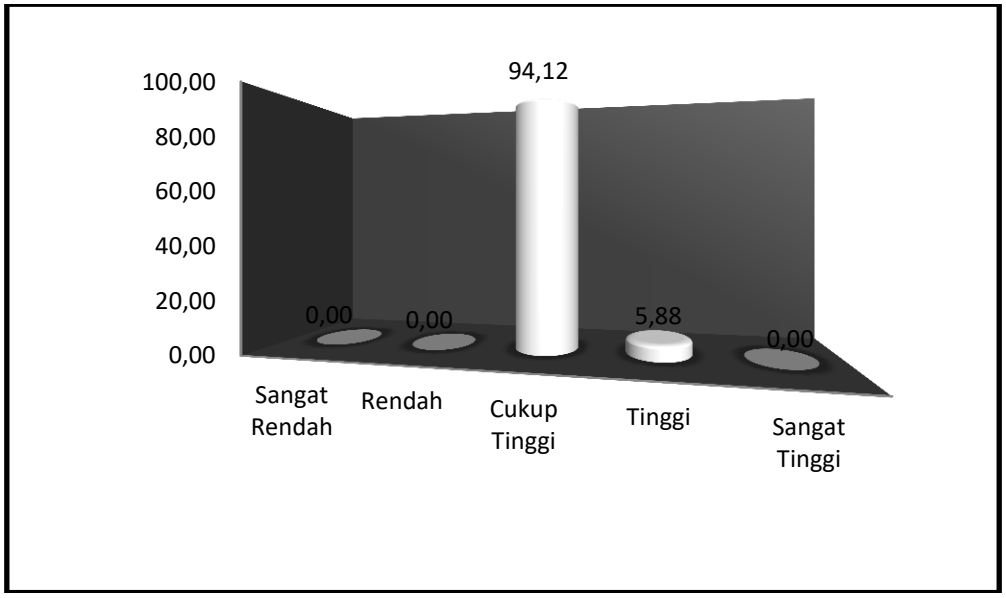


Figure 1. General Profile of Personality Problems Histogram

Based on the table above, it can be seen that from the entire sample of 51 students, most of the student personality problems were in the high enough category with a total frequency of 48 students and a percentage of 94.12%. Furthermore, in the high category with a total frequency of 3 students and the percentage is 5.88%. Furthermore, there are no students with personality problems who are in the very high, low and very low categories.

Table 2. Recapitulation of research results

No	Variable / Sub Variable / Indicator	Total Percentage%					Conclusion
		Very high	High	High enough	Low	Very low	
1	Student Personality Problems	0,00	0,00	94,12	5,88	0,00	High enough
	1)Extraversion	0,00	0,00	13,73	43,14	43,14	High and Very High
	2) Introversion	0,00	0,00	5,88	31,37	62,75	Very low
	a. Thought-extraversion	0,00	15,69	49,02	35,29	0,00	High enough

b.	Extraversion-feeling	0,00	27,45	60,78	11,76	0,00	High enough
c.	Extraversion-sensing	0,00	17,65	70,59	11,76	0,00	High enough
d.	Extraversion-intuition	0,00	13,37	47,06	35,29	3,92	High enough
e.	Thought-introversion	0,00	7,84	62,75	25,49	3,92	High enough
f.	Introversion-feeling	0,00	21,57	47,06	31,37	0,00	High enough
g.	Introversion-sensing	0,00	9,80	45,10	39,22	5,88	High enough
h.	Introversion-intuition	0,00	3,92	31,37	50,98	13,73	Low

Based on Table 2, it can be explained that the personality problems of students are generally in the high enough category. Based on the sub-variable, the personality problems of students from extraversion are in the high and very high category, while the introversion is in the very high category. Meanwhile, the personality problem can be seen from the extraversion-thought personality type that is on a fairly high criterion, seen from the extraversion-feeling personality type of students being on a fairly high criterion, the choice of the extraversion-sensing personality type of students is on a fairly high criterion, chosen from The extroversion-intuition personality type of students is quite high, the choice of the introversion-thinking personality type of students is quite high, the choice of the introversion-intuition personality type of students is quite high, and the choice of the introversion-thinking personality type of students is quite high, the choice of the introversion-feeling personality type of students is quite high, and the choice of the introversion personality type- The sensing of students is at quite high criteria, then the choice of introversion-intuition personality type of students is at high criteria and it can be concluded that the personality problems of class XI students in SMA N 1 Silaut, Pesisir Selatan Regency are mostly in the high enough category.

In accordance with the results of the study, it was found that of the 51 students in Class XI SMA N 1 Silaut, Pesisir Selatan Regency, in general, it was seen that personality problems were at a high enough criterion with a percentage of 94.12% where the personality problems of students could be said to be quite high, at high criteria. with a percentage of 5.88%, and there were no students who were at very low, low and very high criteria, in terms of personality problems in general terms. This means that most students have personality problems in a fairly high category.

Based on the findings above, on personality problems, it turns out that there are students who have problems in the personality field because the category is quite high at a percentage of 94.12%. The cause of this is due to environmental factors, family or other factors that make students have personality problems.

Based on the explanation above, it can be concluded that personality is a trait and individual behavior that becomes an influence in individuals acting and adapting to the environment.

1. Description of the Personality Problems of the Extraversion Personality Type

Based on the results of the research on the personality problems of students in Class XI SMA N 1 Silaut from the extraversion personality type from a total sample of 51 students, most of the student personality problems based on the extraversion sub variable are in the high and very high category with a total frequency of 22 students. and a percentage of 43.14%. Furthermore, the category is quite high with a total frequency of 7 students and the percentage is

13.73%. Furthermore, there are no students with personality problems who are in the very low and low categories. This means that student personality problems are at high and high enough criteria.

2. Description of Personality Problems from the Introversion Personality Type

Based on the results of the research on the personality problems of students in Class XI SMA N 1 Silaut from the introversion personality type from a total sample of 51 students, most of the student personality problems based on the introversion sub variable were in the very high category with a total frequency of 32 students and a percentage. 62.75%. Furthermore, in the high category with a total frequency of 16 students and the percentage is 31.37%. In the fairly high category with a total frequency of 3 students and a percentage of 5.88%. Furthermore, there are no students with personality problems who are in the very low and low categories. This means that student personality problems are at high and very high criteria.

a. Description of Personality Problems of the Thought-Extraversion Type

Based on the results of the research on the personality problems of students in Class XI SMA N 1 Silaut from the mind-extroversion personality type from a total sample of 51 students, most of the student personality problems based on the mind-extraversion indicator were in the high enough category with a total frequency of 25 participants. students and the percentage of 49.02%. Furthermore, in the high category with a total frequency of 18 students and the percentage is 35.29%. In the low category there is a frequency of 8 students with a percentage of 15.69%. Furthermore, there are no students with personality problems who are in the very low and very high categories. This means that the personality problems of students are at a high enough criterion.

b. Descriptions of Personality Problems of the Extraversion-Feeling Type

Based on the results of the research on the personality problems of students in Class XI SMA N 1 Silaut from the extraversion-feeling personality type from a total sample of 51 students, most of the student personality problems based on the extraversion-feeling indicator were in the high enough category with a total frequency of 31 participants. students and the percentage of 60.78%. Furthermore, in the low category with a total frequency of 14 students and the percentage is 27.45%. In the high category there is a frequency of 6 students with a percentage of 11.76%. Furthermore, there are no students with personality problems who are in the very low and very high categories. This means that student personality problems are in sufficient criteria.

Furthermore, Jung (Alwisol, 2007: 47) explains that feeling-extraversion is a person whose feelings can easily change once the situation changes. Emotional and soulful, but also happy to hang out and show off. Easy to get along well in a short time, easy to adapt. His personality types are actors, real-estate appraisers, politicians and lawyers.

Based on the findings above, on the personality problem of the feeling-extraversion type, it turns out that it is true that there are students who have problems in the estraversion-feeling personality type because the category is quite high at a percentage of 60.78% with a frequency of 31 students from a total of 51 students. The cause of this is due to the enthusiastic, cheerful, and sociable nature of students or other factors that make students have problems with their personality. It can be concluded that people with the extraversion-feeling personality type are energetic, cheerful and sociable.

c. Description of Personality Problems of the Extraversion-Sensing Type

Based on the results of the research on the personality problems of students in Class XI SMA N 1 Silaut from the extraversion-sensing personality type from a total sample of 51 students, most of the student personality problems based on extraversion-sensing indicators are in the fairly high category with a total frequency of 36 participants. students and a percentage of

70.59%. Furthermore, in the low category with a total frequency of 9 students and the percentage is 17.65%. In the high category there is a frequency of 6 students with a percentage of 11.76%. Furthermore, there are no students with personality problems who are in the very low and very high categories. This means that the personality problems of students are at a high enough criteria.

Furthermore, Jung (Alwisol, 2007: 47) explains that extraversion-sensing is a realistic, practical, and stubborn person. Accept the facts as they are without any deep thoughts. Sometimes they are sensitive too, enjoy love and passion. Sensory sensation is not influenced by subjective attitudes, able to distinguish facts in detail. Personality type from culinary occupation, wine taster, painter, pop musician, but can also be a businessman.

Based on the findings above, on the extraversion-sensing type personality problem, it turns out that there are students who have problems in the estraversion-sensing personality type because the category is quite high at a percentage of 70.59% with a frequency of 36 students out of 51 students. The cause of this is due to the realistic, stimulating and fun nature of students or other factors that make students have problems with their personality. It can be concluded that people with the extraversion-sensing personality type are realistic, stimulating and likable.

d. Descriptions of Personality Problems of the Extraversion-Intuition Type

Based on the results of the research on the personality problems of students in Class XI SMA N 1 Silaut from the extraversion-intuition personality type, of the total sample of 51 students, most of the student personality problems based on the extraversion-intuition indicator were in the fairly high category with a total frequency of 24. students with a percentage of 47.06%. Furthermore, in the high category with a total frequency of 18 students and the percentage is 35.29%. In the very high category there is a frequency of 2 students with a percentage of 3.92%. Furthermore, there are no students with personality problems who are in the very low category. This means that the personality problems of students are at a high enough criteria.

According to Jung (Alwisol, 2007: 47) explaining that extrusion-intuition is a very factual person (based on realistic reality), but its understanding is strongly influenced by intuition. Information obtained from sensing realistically, but relying heavily on intuition as a solution to problems. Always looking for new worlds to conquer. Very good at starting a business and developing new worlds, but his interests are constantly changing / moving.

Based on the findings above, on the extraversion-intuition type personality problem, it turns out that there are students who have problems in the estraversion-intuition personality type because the category is quite high at a percentage of 47.06% with a frequency of 24 students out of 51 students. The cause of this is due to the effective, changing and creative nature of students or other factors that make students have problems with their personality.

From the above statement, it can be concluded that people with the extraversion-intuition personality type are people with effective, changing and creative traits.

e. Description of Personality Problems of the Mind-Introversion Type

Based on the results of the research on the personality problems of students in Class XI SMA N 1 Silaut from the mind-introversion personality type, of the total sample of 51 students, most of the student's personality problems based on the introversion-minded indicator were in the high enough category with a total frequency of 32 students with a percentage of 62.75%. Furthermore, in the high category with a total frequency of 13 students and the percentage is 25.49%. In the low category there is a frequency of 4 students with a percentage of 7.84%, and in the very high category there is a frequency of 2 with a percentage of 3.92%. Furthermore, there are no students with personality problems who are in the very low category. This means that the personality problems of students are at a high enough criteria.

Furthermore Jung (Alwisol, 2007: 47) explains that thought-introversion is a person whose emotions are flat, distance from other people, tends to like abstract ideas, seems stubborn, lacks attention, is arrogant, cold / unfriendly, often wanders in his mind. own regardless of whether the idea is accepted by others or not.

Based on the findings above on the mind-introversion type personality problem, it turns out that it is true that there are students who have problems in the mind-introversion personality type because the enough category is at a percentage of 66.10% with a frequency of 39 students out of 59 students. The cause of this is due to the distance, intellectual and impractical nature of the students or other factors that make students have problems with their personality. It can be concluded that the mind-introversion personality type is detached, intellectual and impractical.

f. Description of Personality Problems of the Introversion-Feeling Type

Based on the results of the research on the personality problems of students in Class XI SMA N 1 Silaut from the introversion-feeling personality type that of the total sample of 51 students, most of the student personality problems based on the introversion-feeling indicator were in the high enough category with a total frequency of 24. students with a percentage of 47.06%. Furthermore, in the high category with a total frequency of 16 students and the percentage is 31.37%. In the low category there is a frequency of 11 students with a percentage of 21.57%. Furthermore, there are no students with personality problems who are in the very low and very high categories. This means that the personality problems of students are at a high enough criterion. It can be concluded that people with the feeling introversion personality type are quiet, childish and indifferent.

g. Description of Personality Problems of the Introversion-Sensing Type

Based on the results of the research on the personality problems of students in Class XI SMA N 1 Silaut from the introversion-sensing personality type, from the total sample of 51 students, most of the student personality problems based on the introversion-sensing indicator were in the fairly high category with a total frequency of 23. students with a percentage of 45.10%. Furthermore, in the high category with a total frequency of 20 students and the percentage is 39.22%. In the low category there is a frequency of 5 students with a percentage of 9.80%, in the very high category there is a frequency of 3 with a percentage of 5.88%. Furthermore, there are no students with personality problems who are in the very low category. This means that student personality problems are in sufficient criteria.

Based on the findings above, on the introversion-sensing type personality problem, it turns out that there are students who have problems in the introversion-sensing personality type because the category is quite high at a percentage of 45.10% with a frequency of 23 students out of 51 students. The cause of this is due to the passive, calm and artistic nature of the students or other factors that make students have problems with their personality. It can be concluded that the introversion-sensing personality type is passive, calm and artistic.

h. Description of Personality Problems of the Introversion-Intuition Type

Based on the results of the research on the personality problems of students in Class XI SMA N 1 Silaut from the introversion-intuition personality type, from a total sample of 51 students, most of the student personality problems based on the introversion-intuition indicator were in the high category with a total frequency of 26 participants. students with a percentage of 50.98%. Furthermore, the category is quite high with a total frequency of 16 students and the percentage is 31.37%. In the very high category there is a frequency of 7 students with a percentage of 13.73%, in the low category there is a frequency of 2 with a percentage of 3.92%. Furthermore, there are no students with personality problems who are in the very low category. This means that student personality problems are in sufficient criteria.

Discussion

This section will present a discussion based on analysis, interpretation, research findings regarding personality problems in Class XI SMA N 1 Silaut, Pesisir Selatan Regency.

Meanwhile, the definition of personality according to Fitriani (2011: 56) is a dynamic arrangement of psycho-physical systems within an individual that determines the unique individual's adjustment to the environment. The definitions cited by Wirawan (Karim, 2020: 41) are:

1. Personality is a collection of biological characteristics in the form of drives, tendencies, tastes and instincts which are disturbed in nature and tendencies are acquired through experiences found in a person.
2. Personality is the whole organization found in humans, at all levels of development.
3. Personality is a level of trait which is usually a high-level trait that has a decisive influence.
4. Personality is the integration of habit systems that show individuals unique ways to adapt to their environment.

Based on the results of the research on the personality problems of students in Class XI SMA N 1 Silaut from the extraversion personality type from a total sample of 51 students, most of the student personality problems based on the extraversion sub variable are in the high and very high category with a total frequency of 22 students. and a percentage of 43.14%. Furthermore, the category is quite high with a total frequency of 7 students and the percentage is 13.73%. Furthermore, there are no students with personality problems who are in the very low and low categories. This means that student personality problems are at high and high enough criteria. Furthermore, based on the sub-variable introversion is in the very high category with a total frequency of 32 students and a percentage of 62.75%. Furthermore, in the high category with a total frequency of 16 students and the percentage is 31.37%. In the fairly high category with a total frequency of 3 students and a percentage of 5.88%. Furthermore, there are no students with personality problems who are in the very low and low categories. This means that student personality problems are at high and very high criteria.

Furthermore, Jung (Alwisol, 2007: 47) explains that thought-extraversion is a person who tends to appear impersonal, cold or arrogant, suppressing the function of his feelings. People who have objective reality principles, not only for themselves but also expect others like themselves. Not all objective thinking is productive. If there is absolutely no individual interpretation, what emerges is an exposure to facts, without originality or creativity. His personality types are mathematician, researcher, engineer and accountant. Jung (Alwisol, 2007: 47) explains that feeling-extraversion is a person whose feelings can easily change once the situation changes. Emotional and soulful, but also happy to hang out and show off. Easy to get along well in a short time, easy to adapt. His personality types are actors, real-estate appraisers, politicians and lawyers.

Jung (Alwisol, 2007: 47) explains that extraversion-sensing is a realistic, practical, and stubborn person. Accept the facts as they are without any deep thoughts. Sometimes they are sensitive too, enjoy love and passion. Sensory sensation is not influenced by subjective attitudes, able to distinguish facts in detail. Personality type from culinary occupation, wine taster, painter, pop musician, but can also be a businessman. Jung (Alwisol, 2007: 47) explains that extrusion-intuition is a very factual person (based on realistic reality), but its understanding is strongly influenced by intuition. Information obtained from sensing realistically, but relying heavily on intuition as a solution to problems. Always looking for new worlds to conquer. Very good at starting a business and developing new worlds, but his interests are constantly changing / moving.

Furthermore Jung (Alwisol, 2007: 47) explains that thought-introversion is a person whose emotions are flat, distance from other people, tends to like abstract ideas, seems stubborn, lacks attention, is arrogant, cold / unfriendly, often wanders in his mind. own regardless of whether the idea is accepted by others or not. Jung (Alwisol, 2007: 47) Introversion-feeling is a person who experiences strong emotional feelings but hides them. Ignoring traditional views and beliefs, reserved, simple, unpredictable. Impressed confident but his feelings were suddenly crushed by a storm of emotions.

4. CONCLUSION

Based on the results of research on the personality problems of class XI students at SMA N 1 Silaut, Pesisir Selatan Regency, the following conclusions can be drawn:

1. The problems of students at SMA N 1 Silaut seen from the aspect of personality are in the high enough category.
2. Program Design
   Based on the results of the study, it was found that the student's personality problems in SMA N 1 Silaut, Pesisir Selatan Regency were found, so there is a form of service program design that can be provided to students, namely individual counseling services.

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